



# Burrillville School Department

## Parent Guide to the Standards: Grade Four

### READING

Foundational Skills	
<b>Phonics and Word Recognition</b>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</li> </ul>
<b>Fluency</b>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>Read grade-level text with purpose and understanding.</li> <li>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>

Key Ideas and Details	
Literature	Informational Text
<ul style="list-style-type: none"> <li>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</li> <li>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</li> </ul>	<ul style="list-style-type: none"> <li>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</li> <li>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</li> </ul>

## Craft and Structure

### Literature

- Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

### Informational Text

- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

## Integration of Knowledge and Ideas

### Literature

- Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

### Informational Text

- Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- Explain how an author uses reasons and evidence to support particular points in a text.
- Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

## Range of Reading and Level of Text Complexity

Literature	Informational Text
<ul style="list-style-type: none"> <li>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (For more information about exemplars of text in this band, please go to <a href="http://www.corestandards.org/assets/Appendix_B.pdf">http://www.corestandards.org/assets/Appendix_B.pdf</a>)</li> </ul>	<ul style="list-style-type: none"> <li>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (For more information about exemplars of text in this band, please go to <a href="http://www.corestandards.org/assets/Appendix_B.pdf">http://www.corestandards.org/assets/Appendix_B.pdf</a>)</li> </ul>

## WRITING

### Text Types and Purposes

<b>Opinion</b>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> <li>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</li> <li>Provide reasons that are supported by facts and details.</li> <li>Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</li> <li>Provide a concluding statement or section related to the opinion presented.</li> </ul>
<b>Informative/ Explanatory</b>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>Link ideas within categories of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>).</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Provide a concluding statement or section related to the information or explanation presented.</li> </ul>

<b>Narrative</b>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>● Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>● Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>● Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>● Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>● Provide a conclusion that follows from the narrated experiences or events.</li> </ul>
<b>Production and Distribution</b>	<ul style="list-style-type: none"> <li>● With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined above.)</li> <li>● With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 <a href="#">here</a>.)</li> <li>● With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</li> </ul>
<b>Research to Build and Present Knowledge</b>	<ul style="list-style-type: none"> <li>● Conduct short research projects that build knowledge through investigation of different aspects of a topic.</li> <li>● Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</li> <li>● Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>○ Apply <i>grade 4 Reading standards</i> to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").</li> <li>○ Apply <i>grade 4 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</li> </ul> </li> </ul>
<b>Range of Writing</b>	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

# SPEAKING AND LISTENING

## Comprehension and Collaboration

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
  - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - Follow agreed-upon rules for discussions and carry out assigned roles.
  - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
  - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Identify the reasons and evidence a speaker provides to support particular points.

## Presentation of Knowledge and Ideas

- Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards [here](#) for specific expectations.)

# LANGUAGE

## Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- Form and use prepositional phrases.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- Correctly use frequently confused words (e.g., *to, too, two; there, their*).

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Use correct capitalization.
- Use commas and quotation marks to mark direct speech and quotations from a text.
- Use a comma before a coordinating conjunction in a compound sentence.
- Spell grade-appropriate words correctly, consulting references as needed.

## Knowledge of Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Choose words and phrases to convey ideas precisely.
- Choose punctuation for effect.
- Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**Vocabulary  
Acquisition and  
Use**

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

# MATH

## Mathematical Practices (embedded into all other standards)

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

For additional information, see <http://www.corestandards.org/Math/Practice/>

## Operations and Algebraic Thinking

### Use the four operations with whole numbers to solve problems.

- Interpret a multiplication equation as a comparison, e.g., interpret  $35 = 5 \times 7$  as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
- Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
- Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

### Gain familiarity with factors and multiples.

- Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.

### Generate and analyze patterns.

- Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*

## Number and Operations in Base Ten

**Generalize place value understanding for multi-digit whole numbers.**

- Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that  $700 \div 70 = 10$  by applying concepts of place value and division.*
- Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.
- Use place value understanding to round multi-digit whole numbers to any place.

**Use place value understanding and properties of operations to perform multi-digit arithmetic.**

- Fluently add and subtract multi-digit whole numbers using the standard algorithm.
- Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
- Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

## Number and Operations - Fractions

**Extend understanding of fraction equivalence and ordering.**

- Explain why a fraction  $a/b$  is equivalent to a fraction  $(n \times a)/(n \times b)$  by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
- Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as  $1/2$ . Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions, e.g., by using a visual fraction model.

**Build fractions from unit fractions.**

- Understand a fraction  $a/b$  with  $a > 1$  as a sum of fractions  $1/b$ .
  - Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
  - Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples:  $3/8 = 1/8 + 1/8 + 1/8$ ;  $3/8 = 1/8 + 2/8$ ;  $2\ 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$ .*
  - Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
  - Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
- Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
  - Understand a fraction  $a/b$  as a multiple of  $1/b$ . *For example, use a visual fraction model to represent  $5/4$  as the product  $5 \times (1/4)$ , recording the conclusion by the equation  $5/4 = 5 \times (1/4)$ .*
  - Understand a multiple of  $a/b$  as a multiple of  $1/b$ , and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express  $3 \times (2/5)$  as  $6 \times (1/5)$ , recognizing this product as  $6/5$ . (In general,  $n \times (a/b) = (n \times a)/b$ .)*
  - Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat  $3/8$  of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*

*\*Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.*

**Understand decimal notation for fractions, and compare decimal fractions.**

- Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. *For example, express  $3/10$  as  $30/100$ , and add  $3/10 + 4/100 = 34/100$ .*
- Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite  $0.62$  as  $62/100$ ; describe a length as  $0.62$  meters; locate  $0.62$  on a number line diagram.*
- Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions, e.g., by using a visual model.

## Measurement and Data

### Solve problems involving measurement and conversion of measurements.

- Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36).*
- Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
- Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.*

### Represent and interpret data.

- Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.*

### Geometric measurement: understand concepts of angle and measure angles.

- Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:
  - An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through  $\frac{1}{360}$  of a circle is called a "one-degree angle," and can be used to measure angles.
  - An angle that turns through  $n$  one-degree angles is said to have an angle measure of  $n$  degrees.
- Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
- Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

## Geometry

**Draw and identify lines and angles, and classify shapes by properties of their lines and angles.**

- Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
- Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
- Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

## SCIENCE

**Earth and Space Science  
(Trimester 1: Soils, Rocks, and Landforms)**

- Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.
- Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
- Analyze and interpret data from maps to describe patterns of Earth's features.
- Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
- Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.
- Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
- Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

**Physical Science  
(Trimester 2: Energy)**

- Ask questions to determine cause-and-effect relationships of electric or magnetic interactions between two objects not in contact with each other.
- Use evidence to construct an explanation relating the speed of an object to the energy of that object.
- Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
- Ask questions and predict outcomes about the changes in energy that occur when objects collide.

	<ul style="list-style-type: none"> <li>● Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.</li> <li>● Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.</li> <li>● Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.</li> <li>● Generate and compare multiple solutions that use patterns to transfer information.</li> </ul>
<p><b>Life Science (Trimester 3: Environments)</b></p>	<ul style="list-style-type: none"> <li>● Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.</li> <li>● Construct an argument that some animals form groups that help members survive.</li> <li>● Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms</li> <li>● Use evidence to support the explanation that traits can be influenced by the environment.</li> <li>● Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.</li> <li>● Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.</li> <li>● Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.</li> <li>● Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.</li> <li>● Obtain and combine information to describe that energy and fuels are derived from natural resources and that their uses affect the environment.</li> <li>● Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</li> <li>● Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</li> <li>● Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</li> </ul>
<p><b>Science and Engineering Practices (embedded into other standards)</b></p>	<ul style="list-style-type: none"> <li>● Ask questions about what would happen if a variable is changed.</li> <li>● Ask questions that can be investigated based on patterns such as cause-and-effect relationships.</li> <li>● Develop a model using an analogy, example, or abstract representation to describe a scientific phenomena.</li> <li>● Develop or use models to describe and predict phenomena.</li> <li>● Use a model to test cause-and-effect relationships or interactions</li> </ul>

	<p>concerning the functioning of a natural system.</p> <ul style="list-style-type: none"> <li>● Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.</li> <li>● Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution.</li> <li>● Make predictions about what would happen if a variable changes.</li> <li>● Represent data in tables and/or various graphical displays to reveal patterns that indicate relationships.</li> <li>● Analyze and interpret data to make sense of phenomena using logical reasoning.</li> <li>● Compare and contrast data collected by different groups in order to discuss similarities and differences in their findings.</li> <li>● Analyze data to refine a problem statement or the design of a proposed object, tool, or process.</li> <li>● Use data to evaluate and refine design solutions.</li> <li>● Organize simple data sets to reveal patterns that suggest relationships.</li> </ul>
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**SOCIAL STUDIES**

<p><b>Civics and Government</b></p>	<ul style="list-style-type: none"> <li>● Students demonstrate an understanding of origins, forms, and purposes of government by making, applying, and enforcing rules; comparing similarities between a rule and a law; citing examples of services that local and state governments provide for the common good</li> <li>● Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by identifying authority figures who make, apply, and enforce rules and explaining how there are limits to their power; recognizing, describing, and demonstrating the characteristics of leadership and fair decision making, and explaining how they affect others</li> <li>● Students demonstrate an understanding of United States government by identifying the levels (local, state, national) and three branches of government, as defined by the U.S. Constitution, and the roles and purposes of each; describing the U.S. Constitution and Bill of Rights and explaining why they are important</li> <li>● Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by identifying and explaining the meaning of symbols and national holidays used to depict Americans shared democratic values, principles, and beliefs; using a variety of sources (e.g., Bill of Rights, Declaration of Independence, trade books, picture books, songs, artwork) to illustrate the basic values and principles of democracy; exhibiting and explaining what it means to be a responsible member of a group to achieve a common goal (e.g., problem solving, task completion, etc.) and self-monitoring effectiveness in a group</li> </ul>
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	<ul style="list-style-type: none"> <li>● Students demonstrate an understanding of citizens' rights and responsibilities by exhibiting respect for self, parents, teachers, authority figures, and others, and demonstrating an understanding of others' points of view; using a variety of sources (e.g., primary sources, secondary sources, literature, videos) to provide examples of individuals' and groups' rights and responsibilities</li> <li>● Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by a. demonstrating and explaining how personal choices can affect rights, responsibilities and privileges of self and others; working cooperatively in a group, demonstrating individual/personal accountability (e.g., dividing responsibilities, taking on individual roles) to complete a task; explaining different ways conflicts can be resolved, how conflicts and resolutions can affect people, and describing the resolution of conflicts by the courts or other authorities</li> <li>● Students demonstrate an understanding of political systems and political processes by identifying forms and levels of civic participation (e.g., voting vs. running for office, organizing a meeting vs. attending a meeting) and how it affects the common good (local, state, national, world)</li> <li>● Students demonstrate their participation in political processes by engaging in a variety of forms of participation (e.g., voting, petition, survey) and explaining the purpose of each form</li> <li>● Students participate in a civil society by identifying problems, planning and implementing solutions, and evaluating the outcomes in the classroom, school, community, state, nation, or world; explaining how individuals can take responsibility for their actions and how their actions impact the community</li> <li>● Students demonstrate an understanding of the many ways Earth's people are interconnected by a. explaining how current events around the world affect our lives; locating where different nations are in the world in relation to the United States</li> <li>● Students demonstrate an understanding of the benefits and challenges of an interconnected world by exploring current issues using a variety of print and non-print sources</li> <li>● Students demonstrate an understanding of how the choices we make impact, and are impacted by an interconnected world, by a. listing and explaining the pros and cons of personal and organizational (e.g., businesses, governments, other groups) decisions</li> </ul>
<p><b>Economics</b></p>	<ul style="list-style-type: none"> <li>● Students demonstrate an understanding of basic economic concepts by differentiating between human, natural, and capital resources; identifying the types of resources available and the corresponding goods and services produced in real world and historical context; explaining how positive and negative incentives influence behavior and choices</li> <li>● Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by explaining how scarcity requires people to make choices due to their unlimited needs and wants with limited resources</li> <li>● Students demonstrate an understanding that societies develop</li> </ul>

	<p>different ways to deal with scarcity and abundance by . comparing the advantages and disadvantages of allocating various goods and services</p> <ul style="list-style-type: none"> <li>● Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by explaining the interdependence of buyers and sellers within various markets; identifying factors that affect price (e.g., scarcity/abundance, incentives, competition); explaining how market forces determine the amount of income for most people</li> <li>● Students analyze how Innovations and technology affects the exchange of goods and services by explaining how innovations and technology can have positive or negative effects on how people produce or exchange goods and services</li> <li>● Students demonstrate an understanding of the interdependence created by economic decisions by comparing how individuals, institutions, and governments interact within an economy; describing how money makes it easier to trade, borrow, or save, and compare the value of goods and services</li> <li>● Students demonstrate an understanding of the role of government in a global economy by identifying how government redistributes tax income for public benefit through taxes</li> </ul>
<p><b>Geography</b></p>	<ul style="list-style-type: none"> <li>● Students understand maps, globes, and other geographic tools and technologies by accurately using maps to identify locations; identifying relationships between time, space, and distance; organizing information about people, places, and environments in a spatial context</li> <li>● Students identify the characteristics and features of maps by applying map skills to represent a location; identifying and describing locations</li> <li>● Students understand the physical and human characteristics of places by explaining ways in which geographical features determine how people live and work; explaining how natural/physical features and human-made features makes a place unique</li> <li>● Students distinguish between regions and places by defining a region and its associated places; . explaining the difference between regions and places</li> <li>● Students understand different perspectives that individuals/ groups have by contrasting how people in different places describe their physical environments</li> <li>● Students understand how geography contributes to how regions are defined / identified by describing how physical geography defines boundaries of regions</li> <li>● Students understand why people do/do not migrate by comparing reasons why people have moved</li> <li>● Students understand the interrelationships of geography with resources by comparing products produced locally and far away</li> <li>● Students understand how geography influences human settlement, cooperation or conflict by describing how features of a place influence human decision making; describing how features of a place affect human cooperation or conflict</li> <li>● Students explain how humans depend on their environment by</li> </ul>

	<p>identifying how needs can be met by the environment</p> <ul style="list-style-type: none"> <li>• Students explain how humans react or adapt to an ever-changing physical environment by . identifying ways in which the physical environment is stressed by human activity using examples from the local community; generating a possible solution for a community environmental problem</li> <li>• Students explain how human actions modify the physical environment by using maps and graphs to illustrate changes in the physical environment of the local community or region; comparing and contrasting the effects of changing a place</li> </ul>
<p><b>Historical Perspective</b></p>	<ul style="list-style-type: none"> <li>• Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by describing the difference between primary and secondary sources and interpreting information from each; . classifying objects, artifacts, and symbols from long ago and today and describing how they add to our understanding of the past; organizing information obtained to answer historical questions</li> <li>• Students interpret history as a series of connected events with multiple cause-effect relationships, by describing and organizing a sequence of significant events in Rhode Island history; explaining and inferring how a sequence of events affected people of Rhode Island</li> <li>• Students connect the past with the present by . investigating and explaining the origin, name, or significance of local and Rhode Island geographic and human-made features</li> <li>• Students chronicle events and conditions by describing, defining, and illustrating by example Rhode Island historical individuals, groups and events and how they relate to the context</li> <li>• Students show understanding of change over time by . interpreting and explaining similarities and differences in objects, artifacts, technologies, ideas, or beliefs from the past and present</li> <li>• Students demonstrate an understanding of how the past frames the present by recognizing and interpreting how events, people, problems, and ideas shape life in the community and in Rhode Island</li> <li>• Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by using a variety of sources (e.g., photographs, written text, clothing, oral history) to reconstruct the past, understand the present, and make predictions for the future</li> <li>• Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by identifying how geographic factors impact interactions; identifying how events impact interactions</li> <li>• Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people by explaining how innovations or inventions have impacted interactions between people, communities, regions, and nations; identifying how expansion has influenced interactions between people.</li> <li>• Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by comparing cultural differences and similarities between individuals, groups, or communities</li> </ul>

	<ul style="list-style-type: none"> <li>• Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by comparing how members within cultures interact with each other and their environment; identifying how a culture has changed over time</li> <li>• Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by comparing how people with different perspectives view events in different ways</li> </ul>
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## CO-CURRICULAR CONTENT AREAS

<b>Art</b>	<ul style="list-style-type: none"> <li>• Students demonstrate knowledge and application of Visual Art and Design concepts</li> <li>• Students demonstrate knowledge and skill of media, tools, techniques, and processes of Visual Art and Design</li> <li>• Students demonstrate knowledge and understanding of the role of Visual Art and Design in personal, cultural, and historical contexts</li> <li>• Students demonstrate the ability to communicate in the language of Visual Art and Design</li> <li>• Students demonstrate the ability to extract meaning from works of art</li> <li>• Students reflect upon, analyze and evaluate the work of self and others</li> </ul> <p>For more gradespan-specific information, please go to <a href="http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Other-Subjects/VAD-RI-GSEs.pdf">http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Other-Subjects/VAD-RI-GSEs.pdf</a> and <a href="http://curriculum.bsd-ri.net/art">http://curriculum.bsd-ri.net/art</a></p>
<b>Music</b>	<ul style="list-style-type: none"> <li>• Students show evidence of music literacy (reading, writing, and understanding of the symbols of sound)</li> <li>• Students show evidence of improvising, composing, and arranging</li> <li>• Students show evidence of cultural and historical understanding of (familiar and unfamiliar) music</li> <li>• Students show evidence of connecting music to the arts and other disciplines</li> <li>• Students perform music alone and with others in a variety of settings</li> <li>• Students analyze and describe music</li> <li>• Students evaluate music</li> </ul> <p>For more gradespan-specific information, please go to <a href="http://www.ride.ri.gov/portals/0/uploads/documents/instruction-and-assessment-world-class-standards/other-subjects/music-ri-gses.pdf">http://www.ride.ri.gov/portals/0/uploads/documents/instruction-and-assessment-world-class-standards/other-subjects/music-ri-gses.pdf</a> and <a href="http://curriculum.bsd-ri.net/Music">http://curriculum.bsd-ri.net/Music</a></p>
<b>Physical Education</b>	<ul style="list-style-type: none"> <li>• Students will demonstrate competency in many movement forms and proficiency in a few movement forms.</li> <li>• Students will apply movement concepts and principles to the learning and development of motor skills.</li> </ul>

	<ul style="list-style-type: none"> <li>● Students will understand the implications of and the benefits derived from involvement in physical activity</li> <li>● Students will apply physical activity-related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness.</li> <li>● Students will demonstrate responsible personal and social behavior in physical activity settings.</li> <li>● Students will understand that internal and external environments influence physical activity.</li> </ul> <p>For more gradespan-specific information, please go to <a href="http://www.thriveri.org/documents/RI_PE_Framework.pdf">http://www.thriveri.org/documents/RI_PE_Framework.pdf</a> and <a href="http://curriculum.bsd-ri.net/physical-education">http://curriculum.bsd-ri.net/physical-education</a></p>
<b>Health</b>	<ul style="list-style-type: none"> <li>● Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</li> <li>● Students will demonstrate the ability to access valid health information and health-promoting products and services.</li> <li>● Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks</li> <li>● Students will analyze the influence of culture, media, technology, and other factors on health.</li> <li>● Students will demonstrate the ability to use interpersonal and communication skills to enhance health.</li> <li>● Students will demonstrate the ability to use goal setting and decision making skills to enhance health.</li> <li>● Students will demonstrate the ability to advocate for personal, family, community and environmental health.</li> </ul> <p>For more gradespan-specific information, please go to <a href="http://thriveri.org/documents/RI_CHI_Outcomes.pdf">http://thriveri.org/documents/RI_CHI_Outcomes.pdf</a> and <a href="http://curriculum.bsd-ri.net/health">http://curriculum.bsd-ri.net/health</a></p>
<b>Computer Science/ Technology</b>	<ul style="list-style-type: none"> <li>● Students demonstrate an understanding of the nature of technology</li> <li>● Students demonstrate an understanding of the need for technology</li> <li>● Students demonstrate an understanding of the attributes of a design process</li> <li>● Students demonstrate an understanding of technological products and systems</li> <li>● Students demonstrate an understanding of effective design</li> <li>● Students demonstrate an understanding of the areas of engineering and technology</li> <li>● Students demonstrate an understanding of selecting appropriate tools</li> </ul> <p>For more gradespan-specific information, please go to <a href="http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Science/E-T-GSEs-final.pdf">http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Science/E-T-GSEs-final.pdf</a> and <a href="http://curriculum.bsd-ri.net/technology">http://curriculum.bsd-ri.net/technology</a></p>

## HABITS OF A LEARNER

<b>Respectful</b>	Students demonstrate respect for school staff, peers, and property
<b>Responsible</b>	Students demonstrate responsibility for their actions, use of time, use of materials, personal belongings, and homework
<b>Ready to Learn</b>	Students come to class prepared, work independently when asked to, work efficiently in groups/with partners, listen to and follow directions